

**MIDDLEBURGH
CENTRAL SCHOOL
DISTRICT**

**DISTRICT-WIDE
SCHOOL SAFETY PLAN**

2019-2020 School Year

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Middleburgh Central School District
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Middleburgh Central School District
DISTRICT – WIDE SCHOOL SAFETY PLAN
PROJECT SAVE (Safe Schools Against Violence in Education)
Commissioner’s Regulation 155.17

Introduction

Emergencies and violent incidents in school districts are critical issues that must be addressed in an expeditious and effective manner. Districts are required to develop a district-wide school safety plan designed to prevent or minimize the effects of serious violent incidents and emergencies and to facilitate the coordination of the district with local and county resources in the event of such incidents or emergencies. The district-wide plan is responsive to the needs of all schools within the district and is consistent with the more detailed emergency response plans required at the school building level. Districts stand at risk from a wide variety of acts of violence, natural, and manmade disasters. To address these threats, the State of New York has enacted the Safe Schools Against Violence in Education (SAVE) law. Project SAVE is a comprehensive planning effort that addresses prevention, response, and recovery with respect to a variety of emergencies in each school district and its schools.

The Capital Region BOCES, in coordination with the Middleburgh Central School District, supports the SAVE Legislation and intends to facilitate the planning process. The Superintendent of Schools encourages and advocates on-going district-wide cooperation and support of Project SAVE.

Section I: General Considerations and Planning Guidelines

A. Purpose

The Middleburgh Central School District-Wide School Safety Plan was developed pursuant to Commissioner’s Regulation 155.17. At the direction of the Middleburgh Central School Board of Education, the Superintendent of the Middleburgh Central School District appointed a district-wide school safety team and charged it with the development and maintenance of the district-wide school safety plan.

B. Identification of Chief Emergency Officer

The Middleburgh Central School District designates the Superintendent as the district’s chief emergency officer whose duties shall include, but not be limited to:

- a. Coordination of the communication between school staff, law enforcement, and other first responders;
- b. Lead the efforts of the district-wide school safety team in the completion and yearly update by September 1st, of the district-wide school safety plan and the coordination of the district-wide plan with the building-level emergency response plan;
- c. Ensure staff understanding of the district-wide school safety plan;
- d. Ensure the completion and yearly update by September 1st, of building-level emergency response plans for each school building;
- e. Assist in the selection of security related technology and development of policies for the use of such technology;
- f. Coordinate appropriate safety, security, and emergency training for district and school staff, including required training in the emergency response plan yearly by September 15th; and
- g. Ensure the conduct of required evacuation and lock-down drills in all district buildings as required by Education Law section 807.

C. Identification of School Teams

The Middleburgh Central School District has created a district-wide school safety team appointed by the board of education consisting of, but not limited to, representatives of the school board, superintendent, teachers, administrator, and parent organizations, school safety personnel and other school personnel.

D. Concept of Operations

- The district-wide school safety plan is directly linked to the individual building-level emergency response plan to the school. Protocols reflected in the district-wide school safety plan guide the development and implementation of individual building-level emergency response plan.
- In the event of an emergency or violent incident, the initial response to all emergencies at an individual school is by the building-level emergency response team.
- Upon the activation of the building-level emergency response team, the Superintendent of Schools or their designee is notified and, where appropriate, local emergency officials are notified.
- Efforts may be supplemented by County and State resources through existing protocols.

E. Plan review and public comment

- This plan shall be reviewed and maintained by the Middleburgh Central School district-wide school safety team and reviewed on an annual basis on or before September 1st of each year. A copy of the plan is available in the Superintendent's office.
- Pursuant to Commissioner's Regulation 155.17 (e)(3), this plan was made available for public comment 30 days prior to its initial adoption, which was July 24, 2018. The district-wide school safety plan was then adopted by the School Board on _____ after the one, required public hearing that provided for the participation of school personnel, parents, students and any other interested parties.
- While linked to the district-wide school safety plan, the building-level emergency response plan **shall be confidential** and shall not be subject to disclosure under Article 6 of the Public Officers Law or any other provision of law, in accordance with Education Law Section 2801-a. The building-level emergency response plan shall be kept confidential and shall not be disclosed except to authorized department staff and law enforcement officers.
- Full copies of the district-wide school safety plan and any amendments are submitted to the New York State Education Department within 30 days of adoption by posting this public plan on the district's website. The building-level emergency response plan is supplied to the Schoharie County Sheriff and NYS State Police within 30 days of adoption.

Section II: General Emergency Response Planning

The district-wide school safety plan provides the framework for the building-level emergency response plan. The purpose of a uniform plan is to ensure district-wide continuity for emergency responses. These general emergency responses are used to assist school employees, students, parents

and emergency responders learn one system that can be used in the **Middleburgh Central School District**.

A. Identification of sites of potential emergency, including:

- The process for identifying the sites
- The location of potential sites.
- The potential internal or external hazards or emergency situations identified
- The district- wide school safety team has recognized that there are many factors that could cause an emergency within our school building. There are also factors that need to be considered when responding to an emergency. A list of potential internal and external hazards or emergency situations has been noted in the building-level emergency response plan.

B. The district has developed multi-hazard response guides. These guidelines are located in the building-level emergency response plan and are in ICS (Incident Command System) format. Plans for taking the following actions in response to an emergency where appropriate are, including but not limited to:

- Initial Actions
- Command Post Location (primary and secondary)
- **Shelter in Place:** Used to shelter students/staff inside the school
 - Severe Weather
 - Bomb Threat
 - HazMat Incident
- **Hold-In Place:** Limits student/staff movement while dealing with short term emergencies
- **Evacuation:** Used to evacuate students/staff from the school
 - Before, during and after school hours, including security during evacuation and evacuation routes
 - Evacuation/Relocation Sites (internal and external)
- **Lockout:** Used to secure school buildings and grounds during incidents that pose an imminent concern outside of the school
- **Lockdown:** Used to secure school buildings and grounds during incidents that pose an immediate threat of violence in or around the school.
- School Cancellation
- Early Dismissal

Emergencies include, but are not limited to:

Air Pollution	Epidemic	Medical Emergency
Anthrax/Biological	Explosion	Natural Gas Leak
Aviation Crash	Fire Alarm Activation	Radiological
Bldg. Structural Failure	Flood	Rook Leak/Failure
Bomb Threat	Heating System Failure	School Bus Accident
Civil Disturbance	Hostage Situation	Severe Weather Emergency
Crimes Against People	Intruder Situation	Threats of Violence
Earthquake	Loss of Building	Water Emergency
Elec. System Failure	Loss of Buses	
Energy Supply Loss	Mass Casualty	

- C. The district has identified various district resources that may be available for use during an emergency, including the identification of personnel, equipment and shelters.
- D. Using the ICS (Incident Command System) the district has identified the school officials authorized to make decisions during an emergency. Through ICS, the procedures to coordinate the use of school district resources and manpower during emergencies are clearly defined. ICS also identifies the staff members and their backups assigned to provide assistance during emergencies.
- E. The district has policies and procedures for annual multi-hazard school safety training for staff and students, including the strategies for implementing training related to multi-hazards. Beginning with the 2016-2017 school year, all staff will undergo annual training by September 15, 2016 and each subsequent September 15 thereafter on the building-level emergency response plan which includes components on violence prevention and mental health. New employees hired after the start of the school year receive this training within 30 days of hire or as part of the district's existing new hire training program, whichever is sooner. The district certifies that this training is completed during the October NYSED BEDS data collection.

The following procedures have been established to provide this training on an annual basis to include but not limited to: early dismissal/go home drill, shelter-in place, hold-in-place, evacuation/fire drills, lockout, lockdown, tabletop exercises and Incident Command System training.

- F. The district conducts drills and other training exercises to test components of the emergency response plan, including the use of tabletop exercises, in coordination with local, county, and state emergency responders and preparedness officials. A debriefing concludes each test to determine if changes to the plan are necessary.

Fire and Emergency Drills. The school district, at least once every school year, and where possible in cooperation with local county emergency preparedness plan officials, conducts one test of its emergency response procedures under its building-level emergency response plan, including sheltering, lock-down, or early dismissal, at a time not to occur more than 15 minutes earlier than the normal dismissal time.

Education Law §§ 807(1-a), 807 (b): Fire and Emergency Drills

The July 2016 amendments expanded fire drill requirements to also include emergency drills to prepare students to be able to respond appropriately in the event of a sudden emergency. The statute now requires twelve drills be conducted each school year, four of which must be lock-down drills, the remaining eight are required to be evacuation drills. There is still a requirement that eight of the required twelve drills must be completed in the first half of the school year. However, the date of completion has been changed from December 1 to December 31 of each school year.

The statute now explicitly requires schools to conduct lock-down drills, which are essential, because they prepare students and staff to respond to the highest level of threat with the most urgent action and the least margin for error. The goal is to have schools conduct drills where they immediately clear hallways, lock doors and take positions out of sight to practice their ability to put the building into a protective posture as quickly as possible. These emergency measures allow time for responding law enforcement to arrive on scene and neutralize the threat. If possible, law enforcement should be involved in the drills to help prepare students and staff for their interactions and release from lock-down by uniformed officers. However, law enforcement involvement is not required by the new legislative mandate. Other protective actions such as lock-out or shelter in place are emergency actions that are usually preceded by some degree of warning time and do not require the immediate response necessary for a lock-down. While the school should be well versed in their lock-out and shelter in place protocols, lock-down is the only type of protective action that is specifically required by the statute.

Section III: Responding to Threats and Acts of Violence

- A. The school refers to its Crisis Intervention Plan via the post-incident response team and the Multi-Hazard Emergency Response Guides located in the building-level emergency response plan. These are reviewed by the district-wide school safety team to ensure content and consistency throughout the district. These policies and procedures are for responding to implied or direct threats of violence by students, teachers, other school personnel and visitors to the school, including threats by students against themselves, which includes suicide. The following types of procedures are addressed in the plan:
- The use of staff trained in de-escalation or other strategies to diffuse the situation.
 - Informing the Superintendent or designee of implied or direct threats.
 - Determining the level of threat with the Superintendent and building-level emergency response team members.
 - Contacting appropriate law enforcement agency, if necessary.
 - Monitoring the situation, adjusting the district's responses as appropriate to include possible implementation of the building-level emergency response team.
 - Communication with parent/guardian. When a student implies or specifically threatens self-inflicted violence including suicide, the school's social worker directly contacts the respective parents/guardians.
- B. The Multi-Hazard Emergency Response Guides in the building-level emergency response plan provide guidance on the district's policies and procedures for responding to direct acts of violence (i.e., Crimes Against Persons, Hostage Taking, Intruder and Kidnapping) by students, teachers, other school personnel and visitors to the school, including consideration of zero-tolerance policies for school violence. The following types of procedures are addressed in the plan:
- Inform the Superintendent/designee

- Determine the level of threat with the superintendent/designee and the building-level emergency response team.
- If the situation warrants, isolate the immediate area.
- Monitor the situation; adjust the level of response as appropriate; if necessary, initiate lockdown, evacuation, sheltering and/or early dismissal procedures as needed, if needed.
- Contact appropriate law enforcement agency.

NOTE: The **Middleburgh Central School** “Code of Conduct” describes policies and procedures for responding to acts of violence by students, teachers, other school personnel and visitors to the school.

- C. Response protocols are identified in the Building-level Emergency Response Plan in the ICS format along with definitions of ICS Roles and Responsibilities. The Multi-Hazard Emergency Response Guides address specific procedures for responding to bomb threat, intruders, hostage takings and kidnapping.
- D. The following protocols for appropriate responses to emergencies are provided as examples of responses to bomb threats, hostage takings, intrusions and kidnappings:
- Identification of decision-makers.
 - Plans to safeguard students and staff.
 - Procedures to provide transportation, if necessary.
 - Procedures to notify parents.
 - Procedures to notify media.
 - Debriefing procedures.
- E. The district has established policies and procedures to contact parents, guardians or persons in parental relation to the students in the event of a violent incident or an early dismissal.

Section IV: Communication with Others

The District-wide School Safety Plan provides the framework for the Building-level Emergency Response Plan.

- A. The Middleburgh Central School District is fortunate to have substantial ties to the community of Middleburgh and Schoharie County. If there were to be an emergency within our facility, that facility would call 911 for emergency assistance. If involvement is needed from other local government agencies, then the Superintendent or designee would act as that contact person. Additional procedures for communications can be found in the Building-level Emergency Response Plan including local emergency contacts and phone numbers, and the NYS/BOCES Communication Flow Chart. These contacts provide guidance for obtaining assistance during emergencies from emergency services organizations and local government.
- B. Arrangements for obtaining advice and assistance from local government officials including the county or city officials responsible for implementation of Article 2-B of the Executive Law is carried out through the protocols established in the NYS/BOCES Communication Flow Chart. The following are examples of the types of arrangements that could be used by the district during county-wide emergencies:

- C. If there is a disaster within the district that has the potential to impact other educational agencies within the district boundaries, the Chief Emergency Officer activates a phone tree to inform all necessary parties. The phone tree is located in the Building-level Emergency Response Plan.
- D. Along with the phone tree, the district also maintains the following information about each educational agency located in the **confidential**, Building-level Emergency Response Plan:
- School population
 - Number of staff
 - Transportation needs
 - Business and home telephone numbers of key officials of each such educational agency

Section V: Prevention and Intervention Strategies

The District-wide School Safety Plan provides the framework for the Building-Level Emergency Response Plan.

- A. The district has developed policies and procedures related to school building security, including, where appropriate: visitor sign-in and badge procedures, employee badges, security procedures.
- B. The Middleburgh CSD has implemented procedures for the dissemination of informative materials regarding the early detection of potentially violent behaviors, including, but not limited to: the identification of family, community and environmental factors to teachers, administrators, parents and other persons in parental relation to students of the school district or board, students and other persons deemed appropriate to receive such information.
- C. Appropriate prevention and intervention strategies such as:
- Collaborative agreements with state and local law enforcement officials designed to ensure that school safety officers and other security personnel are adequately trained including being trained to de-escalate potentially violent situations
 - Non-violent conflict resolution training programs
 - Peer mediation programs and youth courts
 - Extended day and other school safety programs
- D. The district has created and supported strategies for improving communication among students and between students and staff and reporting of potentially violent incidents, such as the establishment of:
- Youth Homerun Programs
 - Peer mediation;
 - Conflict resolution;
 - Creating a forum or designating a mentor for students concerned with bullying or violence, Establishing anonymous reporting mechanisms for school violence;
 - Others based on district need.

Section VI: Recovery

Recovery addresses the help needed for all involved to heal and to restore the school community to “normal” operations. The District Plan supports the school building plan by deploying district

resources that support the school's building-level emergency response team and the post-incident response team.

Recovery plans include mental health/emotional recovery, academic, physical and business recovery, and can continue long after the actual emergency. The District has a social worker and school psychologist resources and support systems. The District has the ability to coordinate with school, local, Schoharie County and State disaster mental health services. The District's role with mental health services includes looking at the school culture and climate, providing student access to services and following threat assessment procedures.

A. District Support for Middleburgh Central School:

The Building-level Emergency Response Plan provides resources for supporting the building-level emergency response team and post-incident response team. The district's Incident Command System (ICS) identifies back-ups to relieve team members. This provides team members the opportunity to rotate personnel, to fill in if assigned personnel are unavailable and to debrief in a supportive environment.

The district realizes that some emergencies may overwhelm an individual school's ability to manage an extreme crisis. If/when the school is faced with an emergency such as threats of violence or actual violent incidents, the district-wide school safety team assists as follows:

- Acting as a sounding board regarding the implied or direct threats and/or violent acts.
- Assisting in determining the level of threat and appropriate response.
- Monitoring the situation and adjusting the district's response as appropriate.
- Assisting with parent/guardian, faculty/staff, and media communication.
- Assisting with coordinating building and grounds security in conjunction with local and State Police.
- Assisting with offering a backup post-incident response team (i.e., another school district's team and/or an outside group) as needed, if needed.
- Offering debriefing sessions as needed working in conjunction with local, [insert county name here] County and/or State emergency responders.

B. Disaster Mental Health Services

If/when a building-level emergency response team or post-incident response team is faced with an emergency that may overwhelm the school's ability to manage an extreme crisis, the district-wide school safety team assists as follows:

- Activating the district-wide post-incident response team. The district has a school social worker, school psychologist, and a school nurse who have local connections to:
 - Neighboring school districts
 - Schoharie County Department of Mental Health
- Offering district support and looking for continued feedback from those directly impacted during the incident, with projected plans to assist if needed during heightened stressful times such as a re-occurrence of a similar event and anniversaries of the original event.
- Assisting with parent/guardian, student, and faculty/staff debriefing and/or post-incident crisis intervention. The debriefing is also used in part to evaluate the district's plan for possible revisions. If needed, assisting in contacting additional outside mental health

resources such as the National Organization for Victim Assistance (1-800-try-nova; www.try-nova.org).

- Assisting the schools with written statements going out to faculty/staff, parents/guardians, press releases and media requests through the district's Public Information Officer.

The district supports the recovery phase and reevaluates current multi-hazard and violence prevention practices and school safety activities.

MIDDLEBURGH CSD
Project SAVE District-wide School Safety Plan

APPENDIX A:
Risk Reduction/Prevention & Intervention components, Prevention/Intervention Strategies

PROGRAM	MENTOR(S)	SUMMARY OF PROGRAM
SADD	SADD Advisor	A peer-to-peer youth education organization primarily focused on addressing teen issues, such as alcohol abuse and stress to the school and community.
Character Education PreK-5	School Counselor	Emphasis on goal setting, positive character, and team building
SUNSHIP Earth	6 th Grade Teachers and ES Principal	An outdoor educational experience that promotes peer interaction, team building, outdoor health education and physical education
Superintendent Conference Day	Superintendent	Addresses student safety issues, such as, bullying prevention, playground safety, and conflict management
Student Assistance counselors	ES Counselor Jr-Sr High Counselors DW Social Worker DW Psychologist Bassett SBHC	Counselors available to address student issues and safety concerns. If a student shares information, i.e., rumors of violence or threats, the student source can remain confidential.

Reporting mechanisms addressed in Code of Conduct:
middleburghcsd.org

APPENDIX B:

Annual Multi-Hazard Training for Staff and Students:

TYPE OF TRAINING	TRAINING PROVIDER	FREQUENCY OF TRAINING	DATES OF COMPLETED TRAINING
HAZCOM, Right-to-Know, Universal Precautions, Blood borne pathogens, Violence Prevention Training, Mental Health Training	BOCES Health and Safety Coordinator	Annually per school year	Sept./Oct. Superintendent's Conference Day
Lockdown	Principals Teachers	4x per school year	4x/school year
Go Home Early Drill	In-house	Annually per school year	Annually based on BOCES calendar
Bus Driver Refresher	In-house or contracted	2X per year	Aug/Sept and Jan/Feb
Shelter-In-Place or Lockout	Principal	Annually per school year	Annual
Duck & Cover	Principal	Annually per school year	Annual
Building Evacuation	Principal	8X per year	Tested with fire evacuation drills
Bus Safety Drills: -emergency exit drill -safe crossing	Head Bus Driver	Minimum 3X per year	Within first 7 school days, between 11/1 and 12/31 and between 3/1 and 4/30.
Building Safety Teams	Building Principal		Tested with fire evacuation drill
DW Safety Team	Supt./School Business Manager/Supt. of Bldgs. & Grounds, BOCES Risk Management		Table top exercises

APPENDIX C: Review and Conduct of Drills and Other Exercises

Training, Drills and Exercises:

TYPE OF DRILL, FUNCTIONAL EXERCISE OR TABLETOP EXERCISE	FACILITATOR (TITLE)	FREQUENCY OF DRILL, EXERCISE OR TABLETOP	COMPLETION DATES
Fire Drills	Building Principals	At least 8X per school year	Fire drill dates are tracked by building principals
Lockdown	Building Principals	4X per school year	Drill date is determined and tracked by the building principals
Shelter-In-Place and Lockout	Building Principals	1X per school year	Annual
BOCES “Go Home Early” Drill	All District Administrators	1X per school year	Annual
Tabletop exercises	Building Principals	1X per school year	Annual
Safety audit and school walk-through	NYS Police Local 1 st Responders SCMO	Suggestions noted during walk-through	Offered at their convenience
Committee meetings and discussions	DW School Safety Committee	Comments brought back to the committee for review	
Building Walk-Through	Superintendent, Principal, Supervisor Bldg. & Grounds	Observations noted during walk-through and reviewed with appropriate personnel	As needed
Flood Warnings	County Emergency Coordinator School Administrators Local 1 st Responders	Flood Evacuation Plan	Annual

APPENDIX D:

Description of the Duties of the Other School Safety Personnel

Job Title	Job Description	Required Training	Hiring & Screening
Chief Emergency Officer	Superintendent	School Administrator	CEO is the Superintendent of Schools
Designated Education Officer (DE))	Oversees youth returning from incarceration (from the juvenile system)	School Administrator	Appointed yearly at the district reorganizational meeting
Dignity for All Coordinator/DAC		School Administrator	Appointed yearly at the district reorganizational meeting
Title IX Officer			Appointed yearly at the district reorganizational meeting

APPENDIX E: School Building Security

PERSONNEL, DEVICES AND PROCEDURES	SECURITY PROCEDURE SUMMARY	AREA AND/OR BUILDINGS INVOLVED
Security	School Administrator	School Buildings
Two-way Radios	Communication Radios are provided to various offices and staff for job-related and emergency communications.	Elementary School Jr.-Sr. High School District Office Business Office Transportation Department Buildings & Grounds Dept.
School Buses	Buses are equipped with a video camera surveillance	PK-12 School District Buses
Visitor Badge/Sign-in	Visitors are required to sign-in and sign-out. Visitors are provided with a visitor badge.	Elementary School Jr.-Sr. High School

APPENDIX F: Vital Education Agency Information
(Removed-No other agencies within District

APPENDIX G:
Early Detection of Potentially Violent Behaviors

POLICIES & PROCEDURES FOR EARLY DETECTION	METHOD USED TO DISSEMINATE	GROUP RECEIVING THE DATA	DISSEMINATION TIME FRAME & FREQUENCY
Annual Violence Prevention Training -Crisis Intervention -Bullying Prevention	Superintendent's Conference Day	All faculty, staff and administration	Annually during Supt. Conference Day
Policy #3420 Non-Discrimination and Anti-Harassment in the School District	Posted in student handbook and on website	All faculty, staff and administration	Continuously posted and included in student handbook which is updated annually
SAVE training for certified faculty and staff mental health component	Workshops provided by school district trainers, BOCES or other approved trainers		A certification requirement
Identifying Trouble Children-Warning Signs that a Child Could be Violent	Pamphlets and information available during open houses	Administration, faculty and parents	Made available on an ongoing basis

APPENDIX H:
Hazard Identification

Method of Hazard Identification	People Involved	Comments and Feedback	Frequency of Review
Safety audit and school walk-through	NYS Police Local 1 st Responders SCEMO	Suggestions noted during walk-through	Offered at their convenient
Committee meeting and discussions	DW School Safety Committee	Comments brought back to the committee for review	Annually
Building Walk-Through	Superintendent, Principal, Supervisor Bldg. & Grounds	Observations noted during walk-through and reviewed with appropriate personnel	As needed
Flood Warnings	County Emergency Coordinator School Admin Local 1 st Responders	Flood Evacuation Plan	Annual

APPENDIX I:
 Notification and Activation for Contacting Law Enforcement

Policies & Procedures	Internal Communication	External Communication	Training	Method of Communication
Call 911	See attached Emergency Phone Sheet	The district uses the Incident Command System (ICS) to communicate with responding agencies. The district ICS protocols have been shared with responding fire, police and EMS agencies.	Annual	Internal: handheld radios, intercom/PA, runners, phone lines, cell phones, fax machine, phone trees, blackboard communication system, use of media and press conferences and press releases (radio & TV) to receive and send out pertinent information as needed. If a student(s) or employee(s) is directly involved or impacted by a violent incident or emergency, the parents and emergency contacts will be called personally by school staff or the emergency responding agency as deemed appropriate. The school will work with parents and employees to maintain emergency contact sheets that will be kept on file.

APPENDIX J: (Removed-no other educational agencies in district)
Regulatory Component with Regulatory Citation: Informing all Educational Agencies

APPENDIX K:

Response: Notification and Activation (for Contacting Parents and Guardians)

Policies & Procedures	Internal & External Communication	Emergency Contacts	Method of Communication
<p>The district will contact appropriate parent or guardians in the event of a violent incident including self-harm or threat of suicide or other emergencies that directly involve their child. The district will inform the employees, parents and students</p>	<p>Eyewitness can call 911 directly and then inform the Main Office or Eyewitness can inform the Main Office to call 911, whichever expedites the call to police and/or other responders needed. The principal and school nurse will contact the parent/guardian and inform them of all details pertinent to share)i.e., summary of incident, location of student, if in transit, the destination and who has accompanied their child, if an ambulance is involved, etc.)</p>	<p>Each September the school will request and collect pertinent emergency contact information for every student in the school. The parents and guardians will be reminded to keep the school informed of any changes to this information. All emergency information will be available in the SIS.</p>	<p>As needed, the district will use phone calls, blackboard communication system, letters home to parents, memos to faculty and staff and meetings to disseminate information regarding violent incidents or other emergencies.</p>
<p>All parents and guardians will be informed at the beginning of school year of the district's policy regarding contacting them in the event of an emergency involving child.</p>	<p>The building principal requests updated emergency information each year.</p>		<p>As need As needed, the district will use phone calls, blackboard communication system, letters home to parents, memos to faculty and staff and meetings to disseminate information regarding violent incidents or other emergencies.</p>

APPENDIX L:
Situational Responses: Multi-Hazard Response

Multi-Hazard Response	Basic Response Procedures	Student, Faculty & Staff Accountability & Evacuation (before, during and after school) Including Special Needs	Communication & Transportation	District Resources and Portable Emergency Kits
<p>The district has procedures in each confidential Building-level School Safety Plan for the following potential emergencies:</p>	<p>The district has annual training & drills for the following procedures: lockdown, lockout, shelter-in-place, duck & cover, early dismissal, school, school cancellation and evacuation. These basic procedures can be used on a case-by-case basis as best fits the incident at hand. Specific details are included in the confidential building level school safety plan. The district uses ICS. The ID determines how many or few ICS branches are to be activated.</p>	<p>1. During each drill or real emergency, all students, faculty and staff are accounted for. The attendance also allows for the addition of visitor accountability via the Main Office sign-in/sign-out log. Each teacher is responsible for the attendance of his/her students. 2. As required by NYSED, all non-ambulatory people on floors above or below the ground level are informed of the “Safe Rooms” that are to be used in the event of an emergency evacuation. The fire dept. and designated staff have been involved in this</p>	<p>Communication: Designated staff have walkie-talkies, cell phones, designated runners and/or bull horns to be used in the event portable devices are needed. Transportation: In the event of an emergency, the school will call in all bus drivers to transport students, faculty and staff as needed. District Resources: Elementary School and Middle/High School both have emergency backup lighting, and food</p>	<p>District Resources: Elementary School and Middle/High School both have emergency backup lighting, and food storage. Forty district buses and vehicles are available to transport students, staff, and supplies. Medical supplies, two school nurses and employees who are EMS responders are available. Agreements to use schools for off-site evacuation are part of the individual building plans. Emergency Kits: Emergency contact cards and emergency</p>

APPENDIX M:

Responses to Acts of Violence: Implied or Direct Threats

Policies & Procedures	Internal & External Communication
The district has a written policy for responding to acts of implied violence or direct threats of violence.	The district has a written policy for responding to acts of implied violence or direct threats of violence.
Every September, all faculty, staff, students and parents will receive information about the signs of a direct or implied threats of violence, what the school wants them to do in that situation, who to report it to and how to go into Lockdown in response to a direct act of violence. The administrators in the impacted building will be informed of all such implied or direct threats of violence.	Information is included in the district’s Code of Conduct and Student Handbooks.

APPENDIX N:
Acts of Violence

Policies & Procedures	Internal & External Communication
The district has a written policy for responding to acts of violence	See Policy 3412 attached to Appendix G and see the District's Code of Conduct
Every September, all faculty, staff, students and parents will receive information about what to do in the event of a violent act. Lockdown procedures will be used in response to a direct act of violence. All District Office Administrators and School Principals will be informed of all such acts of violence in order to take appropriate action. When any school in the district goes into Lockdown, all other schools in the district will go into Lockout.	Information is included in the district's Code of Conduct and Student Handbooks.
In effect is a policy on the possession or use of a weapon on school property.	Policy 3411 Unlawful Possession of a Weapon Upon School Grounds

APPENDIX O:
Response Protocols

Response Protocols	Comments and/or Attachments
<p>The district has identified appropriate responses to emergencies, including protocols for responding to bomb threats, hostage-takings, intrusions and kidnappings. There are response procedures for shelter-in-place, evacuation, lockdown and/or lockout. These response protocols are “district’ protocols and are used in each school building. This enables faculty and staff who move about the district, substitute employees and students as they move up within the district to have clear and consistent response protocols. These procedures will be reviewed on an annual basis and updated as needed.</p>	<p>See section VI. Prohibited Student Conduct in the District’s Code of Conduct. Identical wording is in the Student Handbook.</p>
<p>The District-wide School Safety Team has worked with local emergency responders where the district’s response protocols for shelter-in-place, evacuation, lockdown and lockout have been discussed. Responder suggestions have been incorporated into the protocols.</p>	
<p>The district utilizes the Incident Command System (ICS). In ICS the Incident Commander has emergency decision-making authority, and various faculty and staff are assigned to specific roles in the chain of command. Roles are identified and a 2-Deep back-up system is established. Team members, roles and responsibilities are reviewed on an annual basis and updated as needed.</p>	<p>The district and each school building assign ICS roles and responsibilities to their respective Emergency Response Teams. Building level teams are part of the confidential Building-level School Safety Plan. Consistent with State Education Law, names and contact information of team members are not public information. Team members have been trained in their roles and practice them during drills.</p>

APPENDIX P:

Arrangements for Obtaining Emergency Assistance from Local Government and Procedures for Obtaining advice and Assistance from Local Government Officials

Procedures for Obtaining Advice and Assistance from Local Government Officials	Arrangements for Obtaining Advice and Assistance From Local Government Officials
The district uses the Emergency Reference Card to determine which emergency responders and officials need to be contacted under what circumstances. These Emergency Reference Cards are given to all district office administrators, principals, directors, supervisors, security, head custodians and their secretaries.	The building level and district-level school safety teams include Sheriff, NYS Police, fire chief, EMS, local hospital administrators, American Red Cross, County Emergency Coordinator, County Mental Health, the Mayor, the Town Supervisor.
Security assessments have been made involving state/local police, fire, EMS, and Building-level School Safety Team members.	As verbal suggestions are made, a designated school person takes notes. These notes are then reviewed at the next Building-level School Safety Team meeting and prioritized for putting into place.
The district involves local officials and emergency responders in its emergency and safety discussions	Procedures, drills and/or tabletop exercise are conducted for the potential emergencies/incidents to simulate the best emergency response.

APPENDIX Q: (Moved to Building Level Plan-Confidential)

APPENDIX R:

Procedures to Coordinate the Use of School District Resources and Manpower During an Emergency

Procedures to Coordinate Resources & Manpower	Officials Authorized to Make Decisions	Assigned Staff Members & Responsibilities
<p>The district utilizes the Incident Command System (ICS). In ICS the Incident Commander has emergency decision-making authority, and various faculty and staff are assigned to specific roles in the chain of command. Roles are identified and a 2-Deep back-up system is established. Team members, roles and responsibilities are reviewed on an annual basis and updated as needed.</p>	<p>The district and each school building have used ICS to assign roles and responsibilities to their respective Emergency Response Teams. In the Incident Command System, the Incident Commander (IC) has the authority to make official decisions on behalf of the school district. All recommendations, suggestions and decisions must be reviewed by and approved by the IC. In the event of an incident that involves emergency responders, the district IC will connect with the responders' IC in a Unified Command Post.</p>	<p>The district and each school building assign ICS roles and responsibilities to their respective Emergency Response Teams. Building level teams are part of the confidential Building-level School Safety Plan. Consistent with State Education Law, names and contact information of team members are not public information. Team members have been trained in their roles and practice them during drills.</p> <p>Each school Emergency response Team consists of:</p> <ul style="list-style-type: none"> • Incident Commander (IC) • Safety/Building & Grounds • Liaison Officer • Public Information Officer • Operations • Logistics • Planning & Intelligence • Finance/Administration • Command Post

APPENDIX S: Protective Action Options

Protective Actions Options	Supporting Evidence	Drill & Debriefing Dates
<p>A. School cancellation; the district has a procedure for a school cancellation</p>	<p>The general procedures are shared with all faculty, staff, parents and students through the district newsletter, district website (http://www.middleburghcsd.org/) and/or letters sent home with students.</p> <p>The superintendent, and the School Business Manager, has written procedures, contact names and phone numbers to initiate the school cancellation procedure. The details are kept in the confidential Building-level School Safety Plans.</p>	
<p>B. Early Dismissal; the district has a procedure for early dismissal</p>	<p>The general procedures are shared with all faculty, staff, parents and students through the district newsletter, district website (http://www.middleburghcsd.org/) and/or letters sent home with students.</p> <p>The superintendent, and the School Business Manager, has written procedures, contact names and phone numbers to initiate the school cancellation procedure. The details are kept in the confidential Building-level School Safety Plans.</p>	
<p>C. Evacuation; the district has a procedure for evacuation</p>	<p>The general procedures are shared with all faculty, staff, parents and students through the district newsletter, district website (http://www.middleburghcsd.org/) and/or letters sent home with students.</p> <p>The superintendent, School Business Manager, Head Driver, Lead Mechanic and Building Principals have specific roles and responsibilities and have written procedures, contact names and phone numbers to initiate the evacuation procedure. These details are kept in the confidential Building-level School Safety Plans.</p>	
<p>D. Sheltering; the district has a</p>	<p>The general procedures are shared</p>	

<p>procedure for sheltering.</p>	<p>with all faculty, staff, parents and students through the district newsletter, district website (http://www.middleburghcsd.org/) and/or letters sent home with students.</p> <p>The Superintendent, School Business Manager, School Lunch Manager and Building Principals have specific roles and responsibilities and have written procedures, contact names and phone numbers to initiate the evacuation procedure. These details are kept in the confidential Building-level School Safety Plans.</p>	
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APPENDIX T:

Recovery: District Support for Buildings and Disaster Mental Health Services

Recovery & Mental Health Services	Contact Names
<p>RECOVERY: The district has follow-up and post incident policies and procedures. We have templates and samples letters and procedures for various potential “aftermath” scenarios for death by violence, terrorism, suicide, etc.</p>	<p>School Counselors, Social Worker, Psychologist, Building Principals, Director of PPS, SBHC</p>
<p>RECOVERY: After threats of violence and/or actual violent incidents, the district sends home a letter and places information on the website summarizing the concern, what has been done and how people can get further assistance if needed. Parents of students directly affected, will be notified directly.</p>	<p>Superintendent, Building Principals, Crisis Teams</p>
<p>RECOVERY: If needed, on the day of the incident and/or threat, the school holds a faculty/staff meeting at the end of that school day if possible or at the start of the next school day. If the incident warrants the delay of school in order to facilitate such a meeting, then that is done to prepare all faculty & staff.</p>	<p>Superintendent, Building Principals</p>
<p>RECOVERY: All District-wide Emergency Response Team members have had Incident Command System (ICS) training and know their roles and responsibilities. Each district team member has been assigned a school building. If needed, they will work with them via phone and/or in person to assist.</p>	
<p>RECOVERY: All schools have a designated post-incident response team. Buildings such as transportation will be “buddied” with its closest school and their team</p>	<p>Building-level teams involve all key employees, including off-site non-instructional employees, on their response team.</p>
<p>RECOVERY: The district has designated district staff to coordinate resources from county & state offices, to work with local/state/federal officials’ in evaluating damage assessment of district property and to document cost-related emergency expenditures.</p>	<p>The Superintendent is the district designee to coordinate resources from county & state offices. <input type="checkbox"/> The Superintendent is the district designee to work with local/state/federal officials in evaluating damage assessment of district property. <input type="checkbox"/> The Superintendent is the district designee to document cost-related emergency expenditures.</p>
<p>RECOVERY: The district has upgraded smoke/fire alarm systems, added smoke doors, etc. to decrease potential damage and harm to people as well as the facilities themselves.</p>	<p>Head of Building & Grounds</p>
<p>RECOVERY: The district has speculated on the potential availability of local buildings in the event any school count not be re-occupied for an extended period of</p>	<p>Superintendent with School Business Manager and Building Principals</p>

time.	
<p>MENTAL HEALTH SERVICES: The district has a plan to assist schools in coordination of mental health services as needed. The district has developed a strong relationship with surrounding local school districts and with the Schoharie support agencies.</p>	<ul style="list-style-type: none"> • Cobleskill Regional Hospital • Schoharie County Dept. of Social Services • Schoharie County Dept. of Health • Schoharie County Mental Health • Local School Districts • In-house school staff • Private Individual Therapists

APPENDIX U:

Required Plan Development Procedures: District-wide School Safety Team & District-wide School Safety Plan Review and Public Comment

Details	Comments/Attachments
The Middleburgh CSD Board of Education appointed the District-wide School Safety Team on March 7, 2001.	
The Middleburgh Central School District has created a district-wide school safety team appointed by the board of education consisting of, but not limited to, representatives of the school board, superintendent, teachers, administrator, and parent organizations, school safety personnel and other school personnel.	
The District-wide School Safety Team developed the District-wide School Safety Plan as charged by the Board of Education	
District-wide School Safety Plan was made available for public comment on July 31, 2019. The Board adopted the plan on August 28, 2019. _____.	
The public hearing was held on August 28, 2019 and provided participation of school personnel, parents, students and any other interested parties. This public hearing was held prior to the Board adoption. The Board adopted the plan on August 28, 2019 _____.	
The District-wide School Safety Plan was submitted to the NYSED Commissioner of Education September 1, 2019. This date was no later than thirty days after the plan adoption.	